DOCUMENT RESUME

ED 436 433 SO 029 287

TITLE	The European Dimension in Education.
INSTITUTION	Council of Europe, Strasbourg (France). Directorate of Education, Culture and Sport, Documentation Section.
REPORT NO	DECS/Rech-96-30
PUB DATE	1996-11-15
NOTE	20p.; This is the English version of a Secretariat Summary of suggestions for introducing a European dimension into schools.
AVAILABLE FROM	Council of Europe, F-67075 Strasbourg Cedex France.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; *Comparative Education; Foreign Countries; *International Cooperation; Minority Groups; *Multicultural Education; *Teacher Education
IDENTIFIERS	Europe; European Union

ABSTRACT

This paper addresses concerns about a European dimension in education that has been created by the enlargement of the European Union (EU) (the inclusion of Austria, Finland, and Sweden) and the gradual transformations of institutions into a future federal state. Sections of the paper include: (1) "Introduction"; (2) "Defining the European Dimension"; (3) "Europe as a Community of Values"; (4) "The European Objectives of Education"; (5) "The Content of a Solid General Education"; (6) "The European Dimension and Teaching Methodology"; (7) "Experiencing Europe"; (8) "Schools with a European Orientation"; (9) "European Teacher Training and In-Career Training"; and (10) "Conclusion." (EH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Council of Europe
Conseil de l'Europe

ED 436 433

Strasbourg, 15 November 1996

DECS/Rech (96) 30

COUNCIL FOR CULTURAL CO-OPERATION

HIGHER EDUCATION AND RESEARCH COMMITTEE

Educational Research

THE EUROPEAN DIMENSION IN EDUCATION

English version of a Secretariat Summary
of suggestions for introducing a European
dimension into schools

prepared by

the Directorate of Education, Culture and Sport,
Higher Education and Research Division,
Research Section

SO 029 287

N. Borch-Jacobsen

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABL

This document will not be distributed at the meeting. Please bring this copy.
Ce document ne sera plus distribué en réunion. Prière de vous munir de cet exemplaire.

THE EUROPEAN DIMENSION IN EDUCATION

Proposals by a European official
Dr. Michael Vorbeck, Head of the Research Section
of the Council of Europe

1. Introduction

Considering the enlargement of the European Union (EU) to include Austria, Finland and Sweden, and the gradual transformation of institutions into a future federal state, the necessity of a European dimension in education is increasingly being debated. However, opinions are divided as to what this means exactly. Is it a question of making all schools reach a hypothetical European level to render one's national economy more competitive? Or is it a question of explaining to the pupils the European unification process and how the European Union and its single market function? How should young persons be better prepared for the job market in a united Europe? Will it be necessary to create European schools and European universities? Will there be in the near future a European teacher capable of teaching in any EU country?

2. Defining the European dimension

2.1 The European dimension in the sense of a curriculum focused on the European Union

Anyone who attends the various conferences held in Germany and other countries on the topic of "Europe in the classroom" will come away with the impression that politicians and teachers alike understand the European dimension in education as the transmission of information about the EU as a legal entity. There is talk about the EU institutions, such as the European Council (meaning the summit conference of the European heads of state), the Commission, the European Parliament, the Council of Ministers, and the problems connected with the single European market. The Council of Europe, created in 1949 with its seat in Strasbourg and currently comprising 40 member states, is rarely mentioned. Many stress the need for a "Union consciousness". Is there not a risk that a new European patriotism will replace the nationalism of yesteryear - a patriotism that would turn Europeans who are citizens of non-member states into second-class Europeans? To others the European dimension means an increase in language teaching.

Anyone interested in the relevant literature, such as the resolution of the Conference of German Education Ministers of 8 June 1978 (7 December 1990 version), or the resolution of the Council of Europe's Standing Conference of European Ministers of Education of 17 October 1991, will find that the concept of the European dimension goes well beyond courses on EU institutions and language teaching.

2.2 A consciousness of European cultural identity in the broadest sense

Europe is more than the single European market or the European Economic Area of well-to-do states! Europe is above all a spiritual and cultural community based on shared values. Having a European consciousness goes beyond the European Union: it means a familiarity with European values, the cultural and intellectual origins of Europe and its shared history (not only since the foundation of the European Economic Community in 1957, but also that of the past 2,000 years). It is a matter of being acquainted with the European cultural heritage, under the motto "unity in diversity". One of the main projects undertaken by the Council of Europe, the "Secondary Education for Europe" project, aims to define more precisely what is meant by the vague concept of Europe (see headings 3, 4 and 5 below).

2.3 Openness to the outside world

A European awareness must never lead to cultural arrogance, as it did during the dark era of colonialism; instead, it must encompass a spirit of openness to other world regions, cultures and religions.

European unity is necessary so that Europe may avoid wasting its strengths and that it may contribute to a common effort to solve the great problems of humanity (such as global overpopulation, hunger, armed conflicts, and the destruction of the environment). Despite periods of great European arrogance, such as the Crusades and the great discoveries and the subsequent colonial empires, Europe has also been able to co-operate and live in peaceful coexistence with other parts of the world, such as its neighbours in the Mediterranean area.

But our openness to other cultures also has its limits when fundamental European values, such as the equality of the sexes, are challenged. There can be no openness to Muslim fundamentalism; on the contrary, we must insist on our European values.

2.4 The problem of demarcating Europe's geographic borders

Despite de Gaulle's plea for a "Europe from the Atlantic Ocean to the Urals", Europe cannot be defined by a precisely delimited landmass, but rather by intellectual, cultural, economic and social realities. Nonetheless, neither can geographic considerations be ignored altogether: while Australia, Israel, Canada and the United States have been influenced by European culture and have been settled by Europeans, these countries cannot be said to form part of Europe. On the other hand, Russia and Turkey are thought to be part of Europe because at least part of their territory lies within Europe. Cyprus has also been assimilated into Europe due to its Graeco-Hellenistic past. The three Caucasian republics of Armenia, Georgia and Azerbaijan are geographically situated in Europe, but only two of them, Armenia and Georgia, fall within the European-Christian tradition; Azerbaijan is culturally closer to the Persian Muslim world. The Asian part of Russia should be included in Europe precisely because it is part of Russia; but other states, such as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, which were formerly members of the Russian empire but adhere to Islam and are now in search of their own identity, ought to be excluded.

2.5 Who is European?

It is indisputable that during the course of successive immigration waves from every continent to our urban centres, Europe has become multicultural to a significant degree. In the sense of the European tradition, to be a European a person must be a citizen of a European state and live in a European country, regardless of his or her race and country of origin. Many of the peoples now settled in Europe originally came from the Asian steppes.

3. Europe as a community of values

For the Council of Europe, Europe is first of all a community of values such as democracy and human rights. As was stated in the resolution of the Conference of German Education Ministers of 8 June 1978 (7 December 1990 version), the fundamental values of social and individual life must be understood in the context of daily life among the community of European peoples and states. Although other peoples also have their own values, it is in Europe that the above-named values have been developed the furthest.

3.1 Teaching respect for values: its position and content

Teaching respect for values and civic education are again under debate in our schools, particularly given widespread complaints about the loss of values in present-day society. Regardless of their religion, political views, or party affiliation, Europe's education politicians seem to agree on the set of values that need to be taught. There are at most some differences of opinion regarding the proper hierarchy within this set of values. The problem is less a matter of listing these values to the pupils than of passing them on as an integral part of the school curriculum. The following values may be cited by way of illustration:

- an affirmation of parliamentary democracy, that is to say of the free election of people's representatives by majority vote within the framework of party-political pluralism. Democratic systems are to be clearly set apart from dictatorships, such as those found under the National Socialists and Communists;

- an affirmation of fundamental human rights, as set out in the Council of Europe's European Convention of Human Rights (right to individual dignity; protection of life and security of person; prohibition of torture, inhuman or degrading treatment, forced labour and slavery; freedom from unlawful arrest or detention; principle of impartial and independent tribunal; right to a fair and public hearing; right to legal assistance; respect of presumption of innocence; no heavier penalty than the one that was applicable when the criminal offence was committed; protection of private life, home and correspondence; freedom of thought and religion; freedom of peaceful assembly and association; right to marry and found a family; equality of the sexes, etc);

- respect for binding European conventions and jurisdiction with respect to the protection of fundamental human rights;

- tolerance towards others regardless of race or beliefs, including the struggle against racism and anti-Semitism;

- promotion of dialogue and peaceful conflict resolution; willingness to preserve peace in Europe and the world;

- willingness to understand others, to fight against prejudice and to search points of commonality while affirming cultural diversity;

- open-mindedness towards other peoples and cultures while preserving one's own cultural identity;

- solidarity and brotherly love;

- capacity to live together as good neighbours and the willingness to compromise on at times different interests within Europe, even if it means making sacrifices;

- taking responsibility (in private as much as in public life, and even in one's sexual relations); active citizen participation in political life;

- capacity for independent and critical reasoning;

- engagement for liberty, justice and social stability;

- respect for life, the life of others, the environment and animals;

- respect for traditional values such as honesty, modesty, hard work, conscientiousness and politeness, even if nowadays these values are no longer everywhere at the top of the list of priorities.

While it is true that many of these values are also accepted outside Europe, their impact on European culture has been so great that they must be closely linked to the concept of the European dimension.

3.2 The problem of passing on values

During the course of numerous meetings at the Council of Europe, it became very clear that values couldn't be taught or tested like mathematical formulas. They must be taught by example; the teacher must exemplify values. Civic education presupposes the creation of a good school climate, a collegial and open school administration, and good relations between the headmaster or headmistress, teachers, parents and pupils. In an authoritarian school system, the goal of a democratic education will remain a dead letter. School ought to allow pupils to participate; it should delegate certain responsibilities to them; and it should let them play their part in its organisation. They ought to be made to feel that there is open debate and that they may express dissenting opinions.

3.3 The position of civic education

Civic education is everyone's business: parents, pupils and teachers. Co-operation between the school and the pupil's family is of fundamental importance. It must not be restricted to school subjects such as civics, religious education, philosophy, or even road safety.

4. The European objectives of education

The Standing Conference of European Ministers of Education, held in Vienna on 16 and 17 October 1991 and devoted to the European dimension in education, listed the following objectives:

4.1 A European awareness

"Education should make youngsters aware of the coming together of European peoples and states as well as of the establishment of relations on new foundations. It should help them to become aware of their European identity without losing sight of their global responsibilities nor of their national, regional and local roots. Lastly, it should make them understand that a European perspective can be applied to many aspects of everyday life and that decisions must be taken at the European level. Youngsters must be encouraged to build Europe in conformity with the values that make up their common heritage."

4.2 A European community of destiny based on fundamental shared values

"The fundamental values of political, social, and individual life that sustain the educational process should be seen in the context of an enlarged European community. This means:

- the willingness to understand others, to overcome prejudice and to recognise common interests while respecting European diversity;
- openness to different cultures while preserving one's own cultural identity;
- respect for European legal commitments and jurisdiction with respect to human rights recognised in Europe;
- willingness for peaceful coexistence and acceptance of compromise between different interests in Europe;
- concern to maintain the environmental balance in Europe and the world;
- defence of freedom, democracy, human rights, justice and economic security".

4.3 The role of the school

"To give concrete expression to the European dimension in education, schools should give a better awareness of the following:

- Europe's geographic diversity and its natural, social and economic characteristics;

- Europe's political and social structures;

- the historical factors that shaped Europe, especially the development of European legal thought, concept of state and idea of freedom;

- the broad lines of development and the distinctive features of European culture in its unity and diversity;

- Europe's plurilingualism and the cultural richness it represents;

- the origins of the European idea and its development since 1945;

- the tasks and functioning of European institutions;

- the need to respond together, at the European level, to economic, environmental, social and political challenges".

5. The content of a solid general education

It is necessary to examine all questions in every subject from a European perspective. Whoever wants to assert him or herself as a European citizen and to participate in the building of Europe requires a solid European general education. A few examples to illustrate what this means for different subjects may suffice:

5.1 Mother tongue (language and literature)

5.1.1 Mastering one's mother tongue

Though it may seem obvious, it should be stressed that mastering one's own language is a necessary precondition for European co-operation. Youngsters should learn to express themselves clearly, precisely and faultlessly in their mother tongue, so that they may be understood by other Europeans. Whoever uses a convoluted style full of foreign words and expressions will not be understood or translated properly.

5.1.2 The mother tongue as a European cultural language

The mother-tongue class used to be a vehicle for the transmission of a nationalist-ideological message. Today, the mother-tongue course should be used to promote the language in question as one of a number of great European languages. It is spoken not only in the

students' own country, but also in other countries. It should be stressed that speaking one's mother tongue and being of a particular nationality are not necessarily related.

5.1.3 Literature in the mother tongue and European influence

When studying literature in the mother the pupils can discover the very significant influence and inspiration that other European countries exerted on a great many writers and poets. As examples one may cite the classical authors who were influenced by the Graeco-Roman world, or the 19th century writers who helped to spread the liberal ideals of the French revolution. These thinkers and poets did not generally express themselves within the narrow confines of a single nation-state, but rather as Europeans with close ties to European peers whose works provided inspiration for their own writings. Many important European movements were spread across the literatures of different countries. It would be interesting to have students compare examples of narrow patriotic literature with cosmopolitan works with a pronounced European flavour, written by great writers from the students' own country as well as from other countries.

5.2 Foreign language teaching

5.2.1 The tendency towards bilingualism and multilingualism

Linguistic diversity is a European characteristic. The modern, well-educated European should master two or more languages. Ideally, one should be able to speak not only one's mother tongue as well as English, but also, depending on one's preference, French, German, Spanish, Italian, Russian or another Slavonic or minority language. Both the Council of Ministers of the European Union and the Committee of Ministers of the Council of Europe have underscored this need in official declarations. Classical languages such as Latin and Greek also have a role to play in teaching European languages and in facilitating the learning of modern languages. A person who has some knowledge of Latin will find French, Spanish, Italian, Portuguese and Romanian easier to learn. The Greek language is a good introduction to the Cyrillic alphabet used in Russian, Bulgarian and Serbian. Even an artificial language such as Esperanto, an easy language to learn, can facilitate communication with foreigners, which is after all the main objective of foreign language teaching.

In the past, educated Europeans always mastered several languages. Until the end of the 17th century, Latin was a lingua franca everywhere in Europe; French gradually replaced it in the 18th and 19th centuries. Nowadays, almost every European can get by with a smattering of English. In the Middle Ages and the Renaissance, all scholars spoke several languages, as did sailors, mercenaries, journeymen, peddlers, clowns and strolling actors. Some consider it strange that in our day it has become necessary to revive this linguistic diversity artificially. Hotel porters, waiters and souvenir hawkers often have better foreign-language skills than government officials.

5.2.2 Better language-teaching methods

Admittedly, language-teaching methods that were used in the past were not always ideal for turning out polyglot Europeans. The emphasis was on vocabulary and on the niceties of grammar and classical literature, while pronunciation and everyday speech tended to be neglected. Many teachers had never visited the country whose language they taught and what they did know came from books. Things have changed. By now, most teachers have been able to familiarise themselves with the language in the country where it is spoken. As part of a long-term "threshold level" project, the Council of Europe has developed new methods and concepts that have been highly influential in Europe. Nowadays it has become altogether commonplace to teach the language as it is spoken by the inhabitants of the country in question instead insisting on faultless grammar and literature. Language learning has become more fun and especially more practical, given easier travel.

5.2.3 The interrelatedness of different languages

In any language course it is possible to show the common roots of European languages, which are usually Indo-European, and the ties that bind them together. For example, Lettish and Lithuanian are ancient European languages, older than Latin and Greek. French, Italian, Catalan, Romansh, Portuguese and Romanian are intimately interrelated. Likewise, the Scandinavian languages, Dutch and German have much in common. The same is true of the Slavonic languages. The roots of English are partly Germanic-Scandinavian and partly French-Latin (the Norman influence). Lastly, it is worth noting that the Cyrillic alphabets used in Eastern Europe are derived from Greek.

There is a shared European vocabulary consisting of etymologically foreign words which are derived from Greek or Latin, such as democracy, dictatorship, finances, jurist, justice, communication, culture, parliament, party, politics, post, social and telephone. Other words take varying forms in most European languages: for example, école, schule, school, scuola, escuala, schkola, skole, etc.

5.2.4 The European dimension in a civilisation course

Every language course contains a "civilisation" element, in which the students acquire a basic knowledge of the history and social life of the country whose language they study. Here too it is possible to show similarities and reciprocal influences in Europe. Until now, however, civilisation courses have only rarely provided a European dimension. A couple of examples will suffice:

- a pupil in country X who has chosen Spanish as a foreign language learns of a famous Spanish king by the name of Carlos Quinto (r. 1519-1556), while his schoolmate, who studies German in a parallel class, learns of a German emperor by the name of Karl V. (r. 1519-1556), before whom appeared Martin Luther at the Diet of Worms. Neither course does justice to Charles V's importance as a European personage;

- a student in country Y who takes German as a foreign language discovers a great German emperor called Karl der Große who resided in the city of Aachen. Were this student also to take French, his teacher would certainly tell him about a great French king by the name of Charlemagne who lived in Aix-la-Chapelle. The pupil might conceivably ask whether or not the German Karl der Große ever met his French counterpart Charlemagne - as Adenauer and de Gaulle did centuries later - without suspecting for a minute that they were one and the same European figure.

5.3 Mathematics, experimental science and technology

Some subjects that are by their very nature international, such as mathematics, physics, chemistry, biology and computer science do not easily lend themselves as vehicles for nationalist ideology. This does not mean, however, that teachers in these subjects should not try to show European-wide similarities and mutual influences. Great mathematicians, physicists, chemists, biologists, engineers, and so forth learnt much from each other, providing mutual inspiration. In mathematics one has only to think of algebra as an example of an Arabic contribution (Arabic numerals) by way of the Moors in Spain. All European peoples have produced great scientists and technicians and none can claim supremacy in this field.

5.4 History

History, taught within the context of one's own region and country, is the ideal subject to explain the influences, ties and connections between different European countries.

5.4.1 Particularly important issues from a European perspective

During a seminar held in 1990 in Mainz by the German Conference of Education Ministers, the following issues were thought to be particularly noteworthy:

5.4.1.1 The common ethnic origins of the peoples of Europe

(Greeks, Romans, Celts, Germanic peoples, Slavs, etc)
Most European peoples stem from a mix of peoples or tribes. None can claim to be superior. For instance, Roman legionaries who settled all over Europe and mixed with local populations some 2,000 years ago hailed not only from Italy, but also from the entire Mediterranean region.

5.4.1.2 A common European intellectual history; shared ideas and ways of thinking

It must be stressed that European intellectual life has two roots, one Graeco-Roman and the other Judaeo-Christian. The history course should also deal with medieval thought, humanism, rationalism, the Enlightenment, French revolutionary thought, liberalism, socialism, Marxism and communism, as well as with various genres of European literature and theatre.

Under the motto religion and ideologies one can touch on the development of monotheistic religions (Judaism, Christianity and Islam), the notion of universality (universal religion; does not the word catholic mean katholène tèn guèn = over the whole earth?), the missionary efforts and its excesses, such as the Crusades, the conversion to Christianity during colonialism, the pogroms, harmful racial theories, and the Marxist-Leninist ideology.

The European dimension also includes the Christian conversion of Europe (partly the work of Irish and Scottish monks), the role of monasteries (the Benedictine and Franciscan orders, etc). As for European cultural life, one can cite the Jewish communities and the combination of Jewish, Christian and - in the Balkans - Islamic influences. Next, the history course would have to cover the veneration of the saints and the Virgin Mary in Catholic and Orthodox Christianity, the sometimes sharp opposition between Church and State, which resurfaced time and again during the course of history, and lastly, the growing secularisation and laicisation of contemporary society.

Other noteworthy topics of discussion are the common conception of man (and woman) in Europe (respect for human dignity, the individual, the right to be different, i.e. the enrichment that comes from being confronted with people's difference and originality), the idea of freedom and its corollary, responsibility. There is also the tolerance and open-mindedness of Europeans, despite regrettable outbursts of anti-Semitism, as well as sporadic wars and conflicts. Europe has often demonstrated considerable open-mindedness towards Israel, the Arab world, North Africa, North and South America and, by way of France, the French-speaking countries of Africa.

5.4.1.3 Science, technology and training

The Greeks were already dreaming about the scientific penetration of the world. Today, youngsters should learn about the great epoch-making discoveries, about Galileo, Copernicus and so forth, as well as about the foundation of great universities whose students wandered from one cultural centre to the next.

5.4.1.4 The call of the great oceans

A permanent feature of European history has always been our orientation towards the sea, our desire to communicate across the oceans: this was the driving spirit behind the age of discovery and navigation (Portuguese, Spanish, Dutch and British), the city states of Venice, Dubrovnik (Ragusa), Genoa, the Hanseatic towns, and colonial expansion. Even Russia wanted to cut a path to the sea with its subjugation of the Baltic States and to the Indian Ocean with its campaigns in Afghanistan.

5.4.1.5 A relationship to human work characterised by respect for human values

5.4.1.6 The European economy

The great trade routes and roads for transporting goods across the Alps or along the Danube contributed to the creation of a European cultural identity. The financial world still bears an Italian mark, as is evident from banking terminology in many European languages (bank in

English and *banqueroute* and *traite* in French). Free trade is the direct root of the market economy and the single European market.

5.4.1.7 Social life and life style

The European curriculum must also include topics such as social classes, namely the aristocracy, bourgeoisie, peasants and artisans, and social developments such as the emancipation of the peasantry. Other topics to be studied are European court life, courtly love and respect for women, monogamy, clothing (regional dress) and fashion, table manners, eating habits and culinary traditions (wine- and beer-drinking countries), and symbols (such a wine and salt).

5.4.1.8 Important historical events

The following historical issues will have to be examined: the roots of antiquity and Christianity (see 5.4.1.2 above), the great European empires (the Roman Empire, the Byzantine Empire, the Holy Roman Empire until 1806, the Jagiellon Dynasty of Poland-Lithuania, the Austro-Hungarian Empire until 1918, the Ottoman Empire, which was both multicultural and European in its Balkan part, the Napoleonic Empire, the Second Reich under Prussian hegemony, the British and French colonial empires, the Russian Empire, Muslim expansionism in the Balkans, Spain and Portugal and, lastly, the Turkish Wars in the Balkans.

One would also need to mention the influence of the Eastern Roman-Byzantine Empire on the Slavic world, the tsars, as well as on the political nepotism of Stalin and his successors. Other themes are the Papacy and the Empire during the Middle Ages, the Crusades and the religious-military orders in search of new missionary activities in Eastern Europe, the free imperial cities and mercantile city states (see 5.4.1.4 above), the era of schisms and religious reforms (the great schism in the Orthodox churches, the creation of national churches such as the Church of England), the Reformation (Luther, Calvin, Zwingli, Huss), the Thirty Years' War, absolutism, the French Revolution and bourgeois revolutionary movements. Present-day tendencies towards a Europe of regions should stimulate the study of federalism in Europe since Charlemagne, especially in the German speaking regions, but also in Belgium, the former Yugoslavia, Spain, the former Soviet Union and the former ex-Czechoslovakia. Which federal structures have stood the test of time? Which have ended in failure?

What are the origins of the modern state system? Has the concept of the nation-state resulted in progress or disaster? What would have happened if the southern German states of Bavaria, Baden and Württemberg had rejected Bismarck's idea of a German nation (without Austria) and had refused to join Prussia in its war against France? Would Europe have been spared two murderous world wars? Though these are counterfactual historical questions, they should nevertheless stimulate students to think.

It is also tempting to compare different types of imperialism: French Napoleonic imperialism with British, German and Russian imperialism. What were the causes of the two world wars? What disastrous role was played by fascism, National Socialism and communism in Europe?

Every country must decide for itself what needs to be included in such a catalogue and which European personality should be included as a guiding example for students.

5.4.2 The multicultural European dimension

In view of the current situation in European cities, teachers should stress the fact that from Roman times until today Europe has always experienced migrations and flights of refugees. Gypsies, monks and pilgrims, traders, itinerant craftsmen, mercenaries of different origins, sailors, religious and political refugees (Jews, Huguenots) also wandered through the length and breadth of Europe to escape poverty, to flee from or to wage war, and to trade.

5.4.3 Methods for teaching history

A history course will be all the more successful if the teacher uses local and familiar examples. He or she can refer to things in the immediate vicinity of the pupils, such as fortified castles, castles and palaces, churches, place and street names ("Jews' alley" or "Turks' alley"), objects exhibited in local museums, gravestones and cemetery monuments.

5.5 Artistic education and history of art

This subject is ideally suited to explain the artistic styles common all over Europe as well as the reciprocal influence of various artistic movements. These movements were transmitted by artists and artisans who moved all over Europe (such as Veit Stoß, who worked both in Cracow and Nuremberg). The various architectural movements must also be studied: Roman, Gothic, Renaissance, Baroque, Rococo, Classic to neo-Gothic, Art nouveau and modern. To this list can be added graphic art, bookbinding, calligraphy and book illustration.

The Council of Europe has thought to bring these artistic developments to the public at large, and to young people in particular, by organising European art exhibitions and through its "cultural itineraries" programme.

5.6 Geography

5.6.1 The European States

Given that Europe has undergone great changes since the collapse of communism, it is essential that students acquire a basic geographic knowledge of the location, organisation and capitals of the various countries in Europe. The subject of geography must not be restricted, as it was until a few years ago, to studying one's own country, the United States, the former Soviet Union and the problems of the third world. Stamp-collecting (especially the stamps issued by countries taking part in the EUROPA stamps series) could be a way of discovering Europe and its languages.

5.6.2 Europe of the regions

A stamp collector who examines the stamps in the EUROPA series will discover the current tendency towards regionalisation in Europe. Regional stamps have been issued in the Finnish Åland Islands, the Faeroe Islands (Denmark), Guernsey, Jersey and the Isle of Man.

BEST COPY AVAILABLE

Sometimes regional languages such as Catalan are represented. The Council of Europe also overseas the Congress of Local and Regional Authorities to give a voice to localities and regions. Moreover, one of the main goals of the Council is the protection of minorities and of regional languages.

For example, in 1972 the Association of Alpine Regions (ARGE ALP) was founded. This organisation has a standing committee and groups together Bavaria, Graubünden, Lombardy, Salzburg, South Tyrol, Tyrol, Trieste and Voralrberg. There is a similar organisation by the name of ALPE-ADRIA (comprising Italian, Austrian and Slovenian regions). Other regional organisation can also be cited: the Aachen region (Aachen, Liège and Maastricht), the Upper Rhine region (Regio Basiliensis) and the SAAR-LOR-LUX region (Saarland, Lorraine and Luxembourg). Many other such groups are in the making. Regional interests are making themselves heard all over Europe: Basques, Bavarians, German-speaking Belgians, Flemish, Catalans, Northern Irish, Scots, South Tyroleans, Welshmen and Walloons.

5.6.3 The mountains, rivers, climatic zones and industrial centres of Europe

These factors have influenced European history and culture and must not be neglected. Interesting study topics include the Alps, the Carpathians, the Pyrenees, the Urals, and the great European rivers running across a large number of European countries, such as the Rhine, the Danube and the Elbe. The same applies to climatic zones from the polar circle to Cyprus, Sicily and Gibraltar; and to the important industrial zones such as Lorraine, Saarland, the Ruhr and their British, French, Polish, Russian and Czech equivalents.

5.6.4 Traffic, tourism and important geographical thoroughfares

Here the catalogue can include the great communication roads between European and world centres of trade and tourism, including North Africa, the Near East and America. Especially noteworthy are important roads and rivers as well as air and railway links.

5.6.5 Joint efforts to protect the environment

The fact that pollution knows no borders makes co-operation between different European countries particularly indispensable. The Council of Europe and the European Commission have done much in this area.

5.6.6 Other subjects of study

In addition to the question of transport, tourism and environmental protection, issues such as the European energy policy (coal mining, hydroelectric power plants, oil production and the pros and cons of nuclear power) could also be of interest. There should also be lessons on the European economy and commerce.

5.7 Music in Europe

Even in the darkest periods of history, under Nazism and communism, it was always possible to go to a concert to forget the worries of everyday life by listening to music shared by all the peoples of Europe. Nothing crosses borders faster or is more universal than music. This

holds true for all types of music, from light to classical music (Bach, Handel, Donizetti, Beethoven, Mozart, Haydn, Schubert, Wagner, Dvorák, Smetana and all the other great composers). The history of European music (troubadours, Gregorian chants, chamber and symphonic music, the great composers, operas, operettas, ballets and musicals) is the reflection of a common heritage.

5.8 Civic education, law and economics

5.8.1 Political, social and economic systems and developments

No matter what the subject (for example, civic education or politics), even outside the history lesson it is necessary to introduce the various political, social and economic systems and evolutions in Europe. Specifically, this means the legal systems, political institutions (monarchy or republic, dictatorship or democracy, central or federal system, and so forth) as well as the various constitutions. In France, school programmes commonly transmit "republican" values, whereas in European monarchies such as the United Kingdom, Belgium, Norway, Sweden, Spain, Luxembourg and the Netherlands the people seem to be content with constitutional monarchy.

It is also necessary to explain the functioning of parliamentary democracy, human rights, the role of political parties, the profound significance of free and secret elections, the importance of a written constitution, the concepts of a state based on the rule of law and of social security, the principle of the separation of powers, the principle of the protection of minorities and the importance of independent and impartial courts of law. To what extent are these rights respected in one's own country?

Those interested in economic and social organisation will want to examine the opposition of capitalism and socialism, the concept of a free market economy with a social dimension, the role of economic partnership (trade unions and employers), the necessity of having minimum standards of security (pension scheme and health insurance), as stipulated by the European Social Charter of the Council of Europe. It is also necessary to study the economic foundations of a united Europe, as well as the difficulty of reaching a compromise between employment policy and environmental protection. To these can be added the various fiscal and taxation systems found in Europe, from the perspective of European monetary policy.

5.8.2 Questions concerning the construction of Europe

Inspired by the study of their own country's economic, social and political situation, schools should also ask themselves how Europe is to be built: will it be a centralised and bureaucratic Europe or a federation with greater autonomy for local communities? Why did all previous empires and countries comprising several ethnic groups ultimately end in failure? Was it because one people within these states always considered themselves superior and tried to achieve hegemony? What caused the collapse of the Soviet Empire? What needs to be done or organised to avoid the mistakes of the past? What is the status of the principle of subsidiarity, according to which higher authorities (the European institutions) can only perform tasks that lower authorities (local governments, departments, regions or cantons and member states) cannot perform effectively themselves? Does not every decision-making authority require adequate funds to carry out its assigned tasks? Is it not the case that a lack

of adequate funds prevents certain institutions from exercising their functions while others, which are not actually competent, aggravate the problems with financial subsidies?

5.8.3 Democratic education

Young people should be taught to think for themselves, so that they may become responsible European citizens who are not vulnerable to right and left-wing extremist pipe dreams. To achieve this, it is simply not enough for teachers to check off human rights from a list and to explain the institutions of our democratic states to pupils who are barely interested (if not positively disinterested). What is important is to show by example, to exemplify through one's actions the values being taught: it is a matter of democracy by experience, not by theory! To this end, a climate of dialogue and mutual respect must be created at school (cf. 3.2 above). Only if pupils are integrated into school life and are given real responsibility will they experience democracy.

5.9 Sports

This subject is by its very nature international and peace-oriented (as exemplified by the Olympic ideal); it is good vehicle for communicating values such as respect for one's opponent. Many team sports teach young people to work together, which is an essential skill for building Europe. On the other hand, nothing could be further from the European spirit than jingoistic football hooliganism.

5.10 Religion, ethics and philosophy

In addition to mother tongue and history courses, these subjects are ideally suited to introduce the religious, spiritual and philosophic foundations of Europe. They can be particularly instrumental in teaching the basic rules of European coexistence. The aim is not to influence youngsters unduly, but rather to furnish them with knowledge regarding the substance and practice of other religions that have influenced Europe. Even an atheist should have this much general knowledge, for tolerance begins with understanding. Xenophobia and hatred are the fruits of ignorance.

5.11 European institutions and their history as a school subject

A subject such as this is only meaningful if its essential message has also been addressed in history courses and civic education. Here, the teacher can go into the origins of the idea of a united Europe (since the Roman Empire and Charlemagne), as well as the way it has been given concrete expression since 1945, particularly in the present European institutions.

6. The European dimension and teaching methodology

6.1 The need for interdisciplinary co-operation

The European dimension cannot be passed on effectively unless it is put forward in every subject and given concrete illustration in practical and teamwork (class projects) with the active co-operation of teachers and students.

6.2 The European dimension is applicable to all types of schools

The teaching approach will vary depending on the type of school. In a primary school, to make Europe comprehensible the teacher will speak about the pupils' everyday experiences and chose examples to which they can relate from their neighbourhood, village or town. In secondary school, courses can be more theoretical, but this should be compensated with a European atmosphere in the classroom. In vocational and technical schools, it is best to use examples that have a direçt bearing on the subject being taught. A brewer's apprentice will be all the more interested in Europe if he is told about the history and methods of beer making in Europe and if his trade is taught with a European dimension (the brewing privilege of princes and abbeys, competition among European breweries, the conflict between the German beer-purity law, or *Reinheitsgebot*, and free trade).

6.3 European projects and initiatives

Every school should consider initiatives, class projects and practical work to promote the pupils' European spirit. The European Schools Day, with its prizes and competitions organised every year jointly by the Council of Europe and the Europe Commission, is an important vehicle for taking up European themes.

School trips to the European institutions, such as the Council of Europe or the European Parliament in Strasbourg, or debates about regional cross-border projects are a good method to illustrate European integration. The Council of Europe's Congress of Local and Regional Authorities has proposed projects designed to teach the European dimension from the perspective of local and regional history. The Cultural Heritage Committee of the Council of Europe has organised "European Cultural Heritage Classes" in which youngsters can learn about a particular aspect of their region's cultural heritage (such as the restoration of a ruin). Europe can also be discovered through the media (press and television), especially now that an ever increasing number of homes have cable TV and access to foreign channels.

7. Experiencing Europe

To complement the European dimension in education, measures should be taken to enable pupils acquire practical living experience of Europe.

7.1 School links and contact with pupils from other European countries

School children have always corresponded with pen pals in other European countries, but nowadays it is becoming increasingly common to set up school exchanges and school links between schools. Schools in Central European countries are particularly interested in such links as a means to end decades of isolation. UNESCO's school network and the Council of Europe's school links and exchanges programme have on many occasions been instrumental in getting things off the ground. Thanks to global computer networks, it is now possible to establish computer links between schools that are geographically very far apart. Such links allow schools to run teaching co-operation programmes. Thus a French class and their German counterparts can compare each others' history books to see how they deal with a particular historical period (say, 1870-1914). They are likely to find that both countries agree on historical facts, but interpret them in different ways. Teacher exchanges are an ideal

method to introduce a European dimension into the classroom. But we have a long way to go before we get the "Euro-teacher", because despite the free movement of persons within the European Union a major obstacle persists: the language barrier.

7.2 Trips abroad and school exchanges

School trips abroad, stays abroad and going to a school in a foreign country are the best ways to get to know its people, customs and language and consequently to break down prejudices. Nonetheless, teachers ought to plan such initiatives with considerable care. A one-week school bus trip to Prague or Cracow with evenings at the disco, for example, will not do much good: customary visits to local monuments are not likely to enthral the students and superficial encounters on a night's out are hardly the appropriate medium to communicate a real impression of the country. Such trips rarely lead to genuine cross-cultural exchange.

7.3 Experiencing cultural and ethnic diversity in school

Often enough, it is not even necessary to go on expensive school trips abroad to get to know other cultures and customs. Schools in most cities and towns have a nationally very diverse student body representing a large diversity of cultures: children of immigrant workers, diplomats, businessmen, refugees, political-asylum seekers, dissidents and other foreign nationals. These children often feel that they are rejected or that they lag behind. A good way to integrate them is to call on their knowledge and experience and in this way to contribute to the struggle against prejudice about their country and people. Teachers ought to try to integrate foreign pupils in the joint educational search for a European dimension, because this is the only way to make a multicultural education work.

8. Schools with a European orientation

It is to be welcomed that ministries have from time to time established bilingual schools (for example, French-German secondary schools) and bilingual or international sections within schools (with intensive language training, in some cases even using a foreign language as a language of instruction for certain subjects). Some countries have even set up European schools, in which priority is given to foreign language instruction and in which there is a clear stress on the European dimension in all subjects. These national European schools should not be confused with the European schools set up by the European Union in places where there are large numbers of European officials for the benefit of their children.

However, except for certain language proficiency requirements, care should be taken that schools with a European orientation should not be reserved for an intellectually gifted elite. Every young European has the right to be educated for life and work in a united Europe; the European dimension must not be the privilege of a minority. From this perspective, every school ought to be a European school! Nevertheless, special programmes and schools may be set up on an experimental basis to serve as examples to be expanded in the future over the entire educational system.

9. European teacher training and in-career training

Just like their future pupils, teachers in training should be made aware of Europe and taught how to integrate a European dimension into their classes. The biggest problem is that the large majority of teachers who have been teaching for some time and who are all for Europe simply do not know how to become more European. The solution can be found in existing teacher-training programmes; but it must be stressed that teacher training should not be focused exclusively on the institutions of the European Union and the single market. The Council of Europe has made a modest contribution with its Teacher Bursary Scheme, which allows teachers to take part in in-career training courses abroad and encourages member-states to provide the necessary vacancies for foreign teachers in their own in-career training courses. From time to time, the Council of Europe organises in-career training seminars for teachers itself. These are focused on particular themes and are organised in collaboration with other entities such as, for example, the Donaueschingen Continuing Teacher Training Academy. The Council of Europe has also organised meetings on the European dimension in history and geography.

10. Conclusion

These suggestions are intended as examples and do not pretend to have exhausted the possibilities of the European dimension in education. Neither the Council of Europe's proposals nor the European Union's resolutions, nor even ministerial decrees, will suffice. Europe cannot be imposed from above by those who govern. Only dialogue and a coming together of all those concerned, in particular with the teachers, will lead to the introduction of a European dimension in education. The search for models that have proven themselves elsewhere may be very useful. Let us hope that our teachers' efforts will be successful.